DOCUMENT RESUME

ED 306 955 IR 052 732

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TITLE Information and Funding Sources Concerning Adult Illiteracy: A Resource Guide.
PUB DATE 4 Jan 89
NOTE 50p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Literacy; *Government Publications; Grants; *Illiteracy; *Information Sources; *Literacy Education; Reference Materials; *Resource Materials; Users (Information)
IDENTIFIERS Laubach Literacy International

ABSTRACT

Intended to help users of the Laubach Literacy Center find information about adult illiteracy, this guide contains information sources describing existing literacy programs (both basic illiteracy and functional illiteracy); publications about adult illiteracy from the state, national, and international perspectives; and sources and conditions of funding for proposed literacy programs and research. Following a presentation of definitions, acronyms, and abbreviations, the guide is essentially divided into five major subsections: (1) background information on adult illiteracy; (2) an introduction to government documents (including a brief legislative history of a sample bill, how to obtain government documents, a sample entry from the "Monthly Catalog," and sources for more information on government documents); (3) an explanation of how sources are cited in the guide; (4) sources of further information on adult illiteracy (including terms to look under, library browsing, information on adult literacy programs, a sampling of the research literature on adult illiteracy, relevant periodicals, offices to contact for more information, and legislators to contact); and (5) sources of funding (where to look for information on grants and places to apply for grants). (9 notes) (CGD)

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Information and Funding Sources Concerning Adult Illiteracy: A Resource Guide

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Margaret Rogers
Syracuse University
School of Information Studies
January 4, 1989

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This resource guide was initially prepared under the direction of Professor Marta Dosa as part of a course on government documents in the Syracuse University School of Information Studies in the summer of 1988. The compiler wishes to thank Prof. Dosa for her expert guidance and generous encouragement while this guide was compiled and subsequently revised.

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Definitions

Adult: a person 16 years old or older.

Agency: a government body which implements the laws passed by Congress in a particular subject area. Agencies work out the details of applying the laws in practice. The Department of Education, the National Aeronautics and Space Administration (NASA), and the Federal Communications Commission are examples of agencies.

Basic illiteracy: the inability to read or write a simple message in any language.[1]

Bill: a piece of proposed legislation which may or may not become law.

Depository library: a library designated to receive federal or state government documents. Federal documents are sent out by the Superintendent of Documents from the U.S. Government Printing Office, Washington, D.C.

Functional illiteracy: the inability to perform the reading and writing tasks that are required for successful functioning in adult society as a citizen, consumer, and worker.[2] Examples of these tasks: reading and understanding the warning label on a bottle of medicine; balancing a checkbook; reading and understanding written instructions on the job.

Illiteracy: in this guide, "illiteracy" will be used to refer to functional illiteracy. Note that the group of functional illiterates includes all basic illiterates.

Joint Resolution: a piece of legislation which is much like a bill, and which becomes law (or fails to become law) in the same way that a bill does. Despite its name, it originates in either

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[1]Stanley N. Wellborn, "Ahead: A Nation of Illiterates?" U.S. News and World Report, 92 (May 17, 1982), p. 54.

[2]Ibid.

the House of Representatives or the Senate, not in both.

Law: a piece of legislation does not become law until it has been passed by both houses of Congress and either the President signs it, the President fails to act on it within 10 days while Congress is in session, or the President vetoes it but Congress overrides the veto.

Statute: a congressional or parliamentary law (as opposed to an administrative law such as an executive order).

Superintendent of Documents: the official in charge of distributing government documents to libraries across the U.S. which have been designated as depository libraries.

Acronyms

ERIC: the Educational Resources Information Center, an information service run by the Department of Education. ERIC publishes Resources in Education, a journal of abstracts for documents, and Current Index to Journals in Education, a monthly index of education journals. Besides being published in print and on microfiche, both RIE and CIJE are in the DIALOG database. At a large library, the reference librarian may be able to search this database for you, for a fee.

SUDOC: the Superintendent of Documents number. An identifying number assigned to a federal government document for storage and ordering purposes.

UNESCO: United Nations Educational, Scientific and Cultural Organization. This is the major source of documents concerning illiteracy and literacy programs on the international level.

Abbreviations

GAO: General Accounting Office, an important agency in the federal government's legislative branch which reports to Congress on how other agencies are doing. GAO reports are valuable sources of information on the achievements and failings of government programs.

GPO: U.S. Government Printing Office. Federal government documents are distributed by the Superintendent of Documents from this office in Washington, D.C.

H.R. [number]: a House of Representatives bill. The number consists of the number of the Congress followed by a hyphen and the number of the bill. For example, H.R. 99-11 is bill number 11 in the 99th Congress. **Note**: H.R. does not stand for "House Resolution"; the abbreviation used for that is "H. Res."

ISBN: International Standard Book Number, an identifying number assigned to a book for ordering purposes. Note that the paperback and the hardcover editions of a book each have their own ISBN number.

ISSN: International Standard Serial Number. An identifying number assigned to a serial publication (such as a magazine or journal) for ordering purposes.

NIE: National Institute of Education, in the U.S. Department of Education.

P.L.: Public Law. The number of a law consists of the number of the Congress in which it was passed, followed by a hypen and the number of the law. For example, P.L. 98-511 is law number 511 of the 98th Congress.

RIE: Resources in Education, a journal of abstracts of documents on education. RIE is issued by ERIC on paper and on microfiche; it can also be searched on the DIALOG database. A reference librarian at a large research library may be able to search the database for you, for a fee. RIE

also has semiannual subject indexes.

S.[number]: a Senate bill. The number includes the number of the Congress followed by a hyphen and the number of the bill. For example, S. 100-1016 is Senate bill 1016 in the 100th Congress.

S.hrg.: Senate hearing.

S/N: stock number. This is an identifying number used for ordering federal government documents from the Superintendent of Documents.

A Note for Users of This Guide

Objectives of the Guide

This guide is intended to help those who use the Laubach Literacy Center--be they researchers, educators, or other concerned citizens--find information about adult illiteracy. Specifically, the guide contains information sources about existing literacy programs; recent publications concerning adult illiteracy from the state, national, and international perspectives; and sources and conditions of funding for proposed literacy programs or research. This guide includes sources on both basic illiteracy and functional illiteracy (see "Definitions," p. 2). Sources cited date generally from 1980 onward. Annotations have been provided whenever possible; but they have been omitted for works whose titles are self-

explanatory, or works that were not available for examination when this guide was compiled.

The sources named in this guide are, with few exceptions, government publications; but this should not deter readers who are not politically oriented. Testimony at Congressional hearings, government-sponsored research projects, UNESCO publications, and the like, can all be valuable sources of information and statistics for educators and other researchers, regardless of whether they are actively involved in the political aspects of dealing with adult illiteracy. Government documents are a rich and often overlooked source of information; one of the purposes of this guide is to help bring them to your attention as a valuable resource.

Points to Keep in Mind

It is assumed that while some users of this guide will need no introduction to government documents, others may not have used them before. The section "Introduction to Government Documents" (pp.11-16) is intended to give the basic information needed to find and order a government document. For more detailed information on this subject, see the sources listed on page 16.

Since users of the Laubach Literacy Center come from a variety of locations, and may have access to a variety of libraries, sources listed in this guide are not described in terms of where they are in a specific library. Ordering information is given in case a researcher cannot find a given work in a local library or prefers to buy it. Researchers should remember that different libraries organize their government documents, in particular, in different ways. If

you cannot find what you are looking for, ask a reference librarian; he or she will be happy to help.

A Foreword on Adult Illiteracy

A wave of widespread and rising concern about adult illiteracy in the United States has swept the nation since about 1980, when it began to be widely recognized that millions of Americans no longer in school cannot function effectively in society. The statistics on the problem are alarming. Twenty-two percent of adult Americans cannot address a letter well enough to ensure that it will reach the person they are writing to; 24% cannot add their own correct return address to the envelope. Over 20% cannot write a check that will be processed in the right amount by their bank. Over 60%, given a series of ads for new and used appliances, cannot calculate the difference between prices for a new and a used appliance. Over 40% cannot determine how much change they should receive when they hand the cashier a bill of a given denomination in payment for a given amount.[1] Altogether, some 60 million people--more than a third of all adult Americans--are either functionally illiterate or only marginally literate.[2]

It is the economic aspect of this problem which has apparently aroused the most concern in the United States, both in the government and in the private sector. Adult illiteracy is

expensive: according to a 1982 estimate, its yearly cost in welfare programs and unemployment compensation is $6 billion. Literacy Volunteers of America, a private non-profit program based in Syracuse, estimated in 1982 that illiterate adults themselves forfeit an additional $237 billion per year in unrealized earnings.[3]

Illiteracy has also had harmful side effects on business. Newspaper readership has been declining since the 1950s, with the sharpest drop in the past decade; this decline in turn has led to the closing of major newspapers in Minneapolis, Philadelphia, and Washington, D.C. More serious, perhaps, is the looming shortage of skilled workers for high-tech jobs, at a time when Americans find themselves called on to do increasingly complex reading and writing tasks just to fulfill their responsibilities in the workplace. According to Nancy Oakley, director of Project Learn in Cleveland: "The jobs that don't require literacy are disappearing. You could get a job on the [assembly] line and not be able to read, but now robots are doing those jobs."[4] Dorothy Shields, director of education for the AFL-CIO, goes further: "By the 1990s, anyone who doesn't have at least a 12th-grade reading, writing and calculating level will be absolutely lost."[5] By that standard, many millions of adults are apt to be left behind.

From the federal government's point of view, adult illiteracy is perhaps most alarming because of the threat it poses to U.S. competitiveness in international markets. This concern is reflected in Congress's recent inclusion of literacy training programs in a bill called the Education and Training Competitiveness Act of 1987, which in turn constitutes a part of the Trade and Export Enhancement Act of 1987.[6] The Code of Federal Regulations, which contains

the rules to be followed by federal government agencies, also defines adult literacy education largely in economic terms:

> [Adult basic education is] for adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. . . . [It is intended] to raise the level of education of those individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.[7]

The nation's record so far in its battle against illiteracy has been discouraging. The problem continues to be severe despite President Johnson's Adult Basic Education Program of 1964; despite the federal Right to Read program of 1971; and despite the existence of more than 2,500 public and private literacy programs across the country. By the end of the 1970s, federal programs had reached less than 5% of the Americans who needed basic literacy skills.[8]

Perhaps in view of this record--but more likely, because of the political philosophy of the current Administration--the federal government's recent response to adult illiteracy has been to encourage literacy programs at the state level and in the private sector rather than at the federal level. President Reagan's statement about education reform in general, in his State of the Union address of January 1988, epitomized the government's attitude: "the most important thing we can do is to reaffirm that control of our schools belongs to the states, local communities and, most of all, to the parents and teachers."[9] Thus, federal funding for adult

literacy programs is more likely to come in the form of matching funds for state programs, or grants to help establish programs in the private sector, than in the form of direct and complete federal sponsorship of a nationwide literacy project. Under a new Administration, however, this situation could change. It is worth monitoring the publications of the Congress, of federal agencies, and of the President's office, both to gather further information on the state of the crisis and to determine what the government is willing to do to help.

Endnotes

1. Cited by Jonathan Kozol in his Illiterate America (Garden City, N.Y.: Anchor Press/ Doubleday, 1985), p. 9.

2. Ibid., p. 4.

3. Stanley N. Wellborn, "Ahead: A Nation of Illiterates?" U.S. News and World Report, vol. 92 (May 17, 1982), p. 53.

4. Daniel Machalara, "Hidden Handicap: For Americans Unable to Read Well, Life is a Series of Small Crises," Wall Street Journal, 203:1 (January 17, 1984), p. 17.

5. Wellborn, p. 54.

6. Major Legislation of the Congress, 100th Congress, Issue No. 1, July 1987, Item MLC-015.

7. Code of Federal Regulations, Title 34 (Education vols.), part 425.3.

8. Wellborn, p. 56.

9. Congressional Quarterly Weekly Report, 46:5 (January 30, 1988), p. 222.

Background Information on Adult Illiteracy

United States

Kirsch, Irwin S., and Ann Jungeblut. Literacy: Profiles of America's Young Adults. Funded by the Office for Educational Research and Improvement in the Department of Education. Princeton, N.J.: National Assessment of Educational Progress, [1986?].

Report No. 16-PL-02.

ISBN 0-88685-054-1.

Order from: National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, N.J. 08541.

A study of the literacy skills of young Americans aged 21-25, intended to provide useful data for "employers, national defense planners, economists, sociologists, and international policymakers, as well as . . . educators" (p. iii). Data is based on a study of about 3,600 young adults in a representative sample from the 48 contiguous states. Includes information on their skill in understanding prose; using indexes, tables, and the like; and using quantitative information from printed sources. Relates this information to their family educational and occupational background. Concludes that within the next decade it is likely that colleges, universities, industry, and the military will have a less literate pool of young Americans to draw on, and that programs to update adults' literacy skills are needed. Contains detailed, useful data, tables and charts.

Smith, Patricia H., Illiteracy in America: Extent, Causes, and Suggested Solutions. Sponsored by the National Advisory Council on Adult Education, Literacy Committee. Washington, D.C.: GPO, 1986.

SUDOC: Y3 Ed 8/4:2Il6; Item 1062-A

S/N 065-000-00253-1 (for explanation, see "How to Order Government Documents," p. 14)

Price: $4.75

Discusses the reasons for the wide variation in estimates of illiteracy in America and the failure of public school systems to teach people to read. Includes ways to improve the educational system to reduce or eliminate illiteracy.

Non-Government Source

Kozol, Jonathan, Illiterate America. Garden City, N.Y.: Anchor Press/Doubleday, 1985.
ISBN: 0-385-19536-2; paperback: 0-452-25807-3
Price: $15.95; paperback (from New American Library): $6.95

A well-written and strongly felt book about the extent of illiteracy in America and the need for a grass-roots campaign to combat it. After presenting statistics on the severity of the problem in the United States and its economic and human cost, Kozol argues that previous attempts to end illiteracy have failed because all too often they took a patronizing attitude toward illiterates and had the underlying purpose of pacifying the poor. He discusses approaches to teaching literacy which would respect the dignity of the people being taught.

International

Bhola, H.S., Campaigning for Literacy: Eight National Experiences of the Twentieth Century, With a Memorandum to Decision-Makers. Paris: UNESCO, 1984.
Order from: Unipub, 4611-F Assembly Drive, Lanham, MD. 20706. Phone: (301) 459-7666.
Includes bibliographies.

Hamadache, Ali, and Daniel Martin, Theory and Practice of Literacy Work: Policies, Strategies and Examples. [S.l.]: UNESCO/Canadian Organization for Development Through Education (CODE), 1986.
Order from: Unipub, 4611-F Assembly Drive, Lanham, MD. 20706. Phone: (301) 459-7666.
ISBN: 92-3-102397-7.
Price: $14.95.

Presents an overview of the illiteracy problem throughout the world and reviews the methods used to deal with it. Includes discussion of the political, technical, and other factors in success against illiteracy; the continuum from pre-literacy through literacy to post-literacy; and

strategies for teaching literacy. Appendixes contain text of relevant documents, case studies, etc.

Literacy in Historical Perspective. Daniel P. Resnick, ed. Washington, D.C.: Library of Congress, 1983.

SUDOC no.: LC 1.2: L71.
ISBN: 0-8444-0410-1

"Eight papers commissioned for a conference held at the Library of Congress in July 1980, which was sponsored by the Center for the Book and the National Institute of Education" (p. ii). The conference was meant to enable historians, educators, and government officials to learn about literacy research in progress and to discuss what more research was needed. The papers deal with literacy in various contexts: Europe before the printing press, 17th-century England, England from 1600-1850, 19th-century America, 19th-century China, early 20th-century Russia, and blacks in contemporary America. A concluding "bibliographical essay" evaluates some major essays and books on literacy from the 1960s and 1970s.

Useful mainly for those interested in literacy from the cultural historian's point of view. Numerous bibliographical references at the end of each essay.

One Billion Illiterates, One Billion Reasons for Action. Paul Fordham, ed. Report and Extracts From Papers of an International Seminar on Co-operating for Literacy (Berlin, West Germany, Oct. 1983). Bonn: German Foundation for International Development; Toronto: International Council for Adult Education, 1985.

Order number: ED 256 930 (for explanation, see p. 25)
Also available from International Council for Adult Education, 29 Prince Arthur Ave., Toronto, Ont. M5R 1B2.

Includes a world overview with the development context of literacy, examples and problems of international cooperation, and case studies from selected countries.

Introduction to Government Documents

A Brief Legislative History of a Sample Bill

A legislative history is a record of what happened to a given bill in the legislature, from the time it was first proposed to the point when it was signed by the President, vetoed by the President, or passed by Congress in overriding the President's veto. The following legislative history, it is hoped, will serve two purposes. First, for researchers not familiar with government documents, it will suggest what kinds of documents are generated at the different stages of a bill's history and how they might be useful for research purposes. Second, it will show what happened to a particular recent bill and what documents concerning adult illiteracy resulted.

Bill: H.R. 98-11, an omnibus school-aid bill. This bill includes a provision for the extension through fiscal year 1988 of grants to states for adult education programs to teach basic literacy skills, authorizing $140 million in funds for this purpose in fiscal 1985.

Omnibus education bill introduced in the House of Representatives: January 3, 1983. Sponsored by Rep. Perkins (D-KY.). Numbered H.R. 98-11.

H.R. 98-11 approved by the House's Education and Labor Subcommittee on Elementary, Secondary and Vocational Education: April 25, 1984. Resulting document: House Report 98-748

H.R. 98-11 approved by the House: July 26, 1984.

A similar bill introduced in the Senate, as S. 98-2496: March 29, 1984. Sponsored by Senators

Quayle (R-IN.), Stafford (R-VT.), Hatch (R-UT.), and Hawkins (R-FL.).

Approved by the Senate's Labor and Human Resources Committee: May 2, 1984. Resulting document: Senate Report 98-503.

Approved by the Senate: June 28, 1984.

Conference committee (made up of House and Senate members) reached agreement on the omnibus education bill (reconciling S. 98-2496 with H.R. 98-11): October 1, 1984. The final bill's adult education provisions came mainly from the Senate version of the bill. Resulting document: conference report (House Report 98-1128).

Conference report adopted by the Senate: October 3; by the House: October 4, 1984.

Omnibus school-aid bill signed by the President: October 19, 1984. Resulting document: P.L. 98-511 (Public Law 511 of the 98th Congress), 98 Stat. 2366 (statute 2366 in the Statutes at Large of the 98th Congress). P.L. 98-511 gives the full text of the law in the form in which it was adopted.[1]

Endnote

1. Source for this legislative history and identifying numbers of the resulting documents: Congressional Quarterly Almanac, 98th Congress 2nd Session, 1984 (vol. 40), p. 493.

Getting Hold of Government Documents

The law requires that the public have free access to government documents. Unfortunately, "free access" means only free of barriers, not free of charge; and in practice, access is not always free of barriers, either. However, many government documents can be read in the library as well as purchased. Federal documents are distributed to designated libraries throughout the U.S. by the Superintendent of Documents at the GPO (U.S. Government Printing Office). Across the United States there are some 1,300 selective depository libraries--libraries which receive only some government documents, the ones they consider best suited to their clientele--and some 50 regional depository libraries, where every available government document can be found. For the addresses of depository libraries in the area, see p. 14.

Unfortunately, an increasing percentage of government documents are being made available only on microfiche, not in paper copy. If you should need help finding a given document or using a microfiche reader, do not hesitate to ask the help of a reference librarian.

Abstracts: For abstracts of Congressional documents, see the Congressional Index Service's CIS Index, CIS Abstracts, and CIS Legislative Histories (Washington, D.C.: Congressional Index Service, 1970-). The CIS Index will tell you where to look in the CIS Abstracts and in CIS Legislative Histories for the documents with the numbers given above. The House and Senate

reports, and the conference report, will be abstracted in CIS Abstracts; a succinct description of the final bill is in the CIS Legislative Histories. These three sources are available in the reference section of most libraries.

How to Order Government Documents: Any document in this guide which has a SUDOC and a stock number can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. When ordering, be sure to mention the document's SUDOC and stock number. Orders must be prepaid.

If a government document listed in this guide has a SUDOC and an item number but not a stock number, it may not be for sale, but look for it in a depository library. If it has neither a stock number nor an item number, but does have a SUDOC, write your representative or senator for a copy, or write the agency that published the document. To find documents besides those listed in this guide, and to find ordering information for them, see the Monthly Catalog of U.S. Government Publications (Washington, D.C.: GPO, 1895-). The Monthly Catalog is available in the reference section of most libraries. See the next page for a sample entry.

Besides ordering them through the mail, you can also find many government documents in certain libraries which have been designated as depositories for them. A few such libraries in the Syracuse area are listed below. The regional depository in Albany will have the most complete collection of documents. If the library you use does not have what you want, ask a reference librarian about borrowing it through interlibrary loan.

Depository Libraries in Syracuse

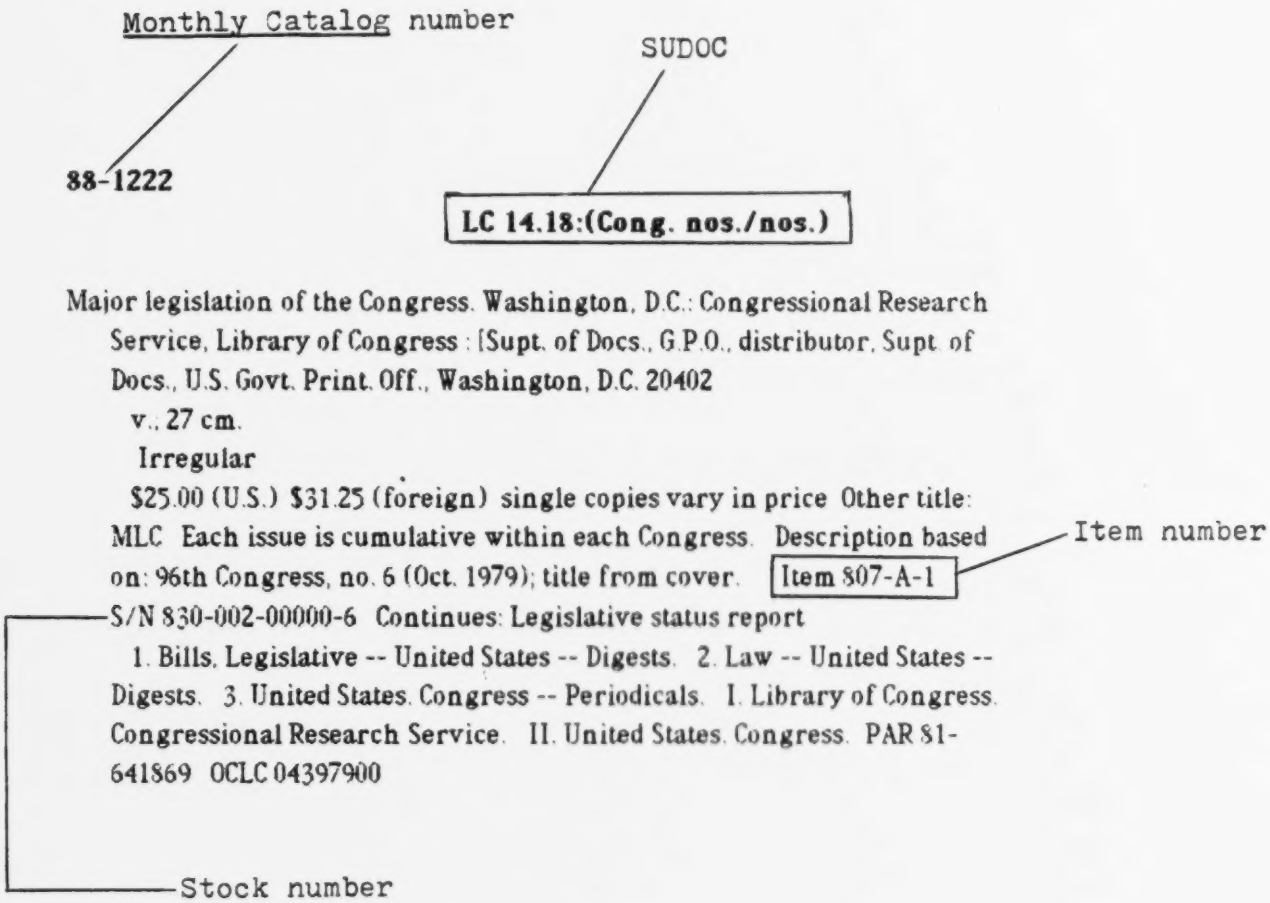
Onondaga County Public Library
The Galleries, 447 S. Salina St.
Syracuse, NY.
(315) 448-4636

Syracuse University Library
Documents Division
Syracuse, NY. 13210
(315) 423-2093

Regional Depository

New York State Library
Empire State Plaza
Albany, NY. 12230
(518) 474-5563

Sample Entry from the Monthly Catalog, With Ordering Information Identified


Monthly Catalog number
SUDOC
88-1222
LC 14.18:(Cong. nos./nos.)
Major legislation of the Congress. Washington, D.C.: Congressional Research Service, Library of Congress : [Supt. of Docs., G.P.O., distributor, Supt. of Docs., U.S. Govt. Print. Off., Washington, D.C. 20402
v., 27 cm.
Irregular
$25.00 (U.S.) $31.25 (foreign) single copies vary in price Other title: MLC Each issue is cumulative within each Congress. Description based on: 96th Congress, no. 6 (Oct. 1979); title from cover.
Item 807-A-1
Item number
S/N 830-002-00000-6 Continues: Legislative status report
1. Bills, Legislative -- United States -- Digests. 2. Law -- United States -- Digests. 3. United States. Congress -- Periodicals. I. Library of Congress. Congressional Research Service. II. United States. Congress. PAR 81-641869 OCLC 04397900
Stock number

Sources for More Information on Government Documents

Cohen, Morris L., Legal Research in a Nutshell. 4th ed. St. Paul, Minn.: West Publishing Co., 1985.

ISBN: 0-314-83243-2. Price: $11.00.

On how different documents can be useful, and reference sources to look in to find them.

Morehead, Joe, Introduction to United States Public Documents. 3rd ed. Littleton, Colorado: Libraries Unlimited, 1983.

ISBN: 0-87287-362-5 (for paperback). Price: $21.00.

On how government documents are produced and distributed, and reference sources to look in to find them.

United States. Congress. House of Representatives. How Our Laws Are Made. Revised and updated by Edward F. Willett. Washington, D.C.: GPO, 1980. Document No. 96-352.

On the legislative process.

How Sources are Cited in This Guide

The citation for each source begins with the term you would find it under in a library's catalog.

Publications sponsored by a government body: the name of the sponsoring body is given so as to indicate from what perspective the work was written. For government documents, the SUDOC is also given, along with the item number (if the work has one) and the stock number and price (if the work is for sale). With this information, you will be able to order the document yourself, or to find it in a depository library.

Non-government publications: for books, the ISBN (International Standard Book Number) and price are given, so that you will be able to order the book from the publisher

For periodicals, the name and address of the periodical are given, so that you will be able to order it. The ISSN (International Standard Serial Number) is also given for ordering purposes

Sample citations

For a document written by an individual:
Author, Title. Sponsor (if any). Place of publication: publisher, date.

For a document clearly composed collectively by a group (such as a Congressional hearing):
Group. Title. Sponsor, or group the work was written for (if any), or date, if the work is a hearing. Place of publication: publisher, date.

For a document whose author is unclear:
Title. Editor [if there is one]. Sponsor (if any). Place of publication: Publisher, date.

For a periodical:
Title. Frequency [i.e. how often an issue comes out]. Sponsor, or who the periodical is printed for. Place of publication: publisher. [Subscription prices are not given because they are subject to change.]

For an article in a periodical:
Author, "Title." Title of periodical, volume:number (date).

Sources of Further Information on Adult Illiteracy

Terms to Look Under

In library card catalogs:

Literacy
Literacy-developing countries
Literacy--Economic aspects
Elementary education of adults
Right to Read program
Reading--Ability testing [for literacy testing]

In the Public Affairs Information Service (PAIS) Bulletin:

Illiteracy
Literacy

In the abstract journal Resources in Education (RIE), or in the Educational Resources Information Center (ERIC) database:

Adult Basic Education
Adult literacy
Adult reading programs
Functional literacy
Illiteracy
Literacy
Literacy education
Reading instruction

Browsing in the Library

Many works on illiteracy will have a call number between LC 149 and LC 160. General works will have call numbers beginning with LC 149 or LC 151. Other works are organized geographically:

LC 152: U.S. states, arranged alphabetically by state

LC 153: U.S. cities, alphabetically by city

LC 154: Canada; British America

LC 155: Other countries in the Western Hemisphere, alphabetically by country

LC 156: European countries, alphabetically by country

LC 157: Asian countries, alphabetically by country

LC 158: African countries, alphabetically by country

LC 159: Australia and New Zealand

LC 160: Pacific islands, alphabetically by island name

Since the subject of adult illiteracy brings together several subject areas, though, works on that subject may be in other parts of the library as well. Be sure to use the library's catalog as well as browsing to find the kinds of sources you want.

Information on Adult Literacy Programs

New York State

Adult, Continuing, and Community Education: A Handbook for Program Directors. Albany: University of the State of New York; State Education Dept., Bureau of General Educational Curriculum Development and Division of Continuing Education, 1982.

Available in depository libraries for New York State documents.

Although some sections are doubtless outdated, this handbook contains useful and specific suggestions as to how to develop an adult education program and operate it successfully. Includes appendices on curriculum planning and a checklist for operating a typical adult education program.

Carr, Neil. Adult Literacy Education Program. New York State Participant Data, 1980-1981. Albany: New York State Education Dept., Division of Continuing Education, 1981.

Order number: ED 217 203

New York (State). Adult Literacy Education Program. New York State Participant Data, 1981-1982. Albany: New York State Education Dept., Bureau of Curriculum Development and Division of Continuing Education, [n.d.].

Order number: ED 241 694

New York (State). Adult Literacy Program. New York State Participant Data, 1983-1984. Albany: New York State Education Dept., Bureau of Curriculum Development and Division of Adult and Continuing Education Programs, 1985.

Order number: ED 261 183

Order these reports in microfiche or paper copy from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, Va. 22304. Phone: (800) 227-3742. To obtain (i.e. photocopy) an order form, and to find price information, consult a current issue of RIE.

These reports are good sources of statistics on the number of adults in the state's Adult Literacy

Education Program, the program's cost and benefits, etc.

United States

Elbers, Gerald W., Annual Report: The Right to Read, FY 1979. Prepared on behalf of the U.S. Department of Education. Washington, D.C.: GPO, 1980.

SUDOC: ED1.12:979

Includes a statement of the mission, strategy, and activities of the federal Right to Read program in its last year of operation. Documents the program's achievements for fiscal 1979 in encouraging States to establish state and local literacy programs; in encouraging the establishment of reading academies for functionally illiterate youths and adults; in disseminating information on promising new projects, practices and materials; and in distributing books for free or on loan to literacy program students. Very much from the agency's point of view, but contains useful data on the program's funding, administration, and results in its last year.

Handbook for Organizing and Managing Literacy Programs for Adults. Don A. Brown, ed. Washington, D.C.: GPO, 1979.

Order number: ED 205 707

Order from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, Va. 22304. Phone: (800) 227-3742. To obtain (that is, photocopy) an order form, and to see current prices, consult a current issue of RIE.

McGrail, Janet, Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data. Sponsored by the National Institute of Education, U.S. Department of Education. [San Francisco]: National Adult Literacy Project, Far West Laboratory, 1984.

SUDOC: ED1.310/2:254756

Item 466-A-3 (microfiche)

Order number: ED 254 756

Order from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA. 22304. Phone: (800) 227-3742.

A summary of the data on illiterates and literacy programs in the United States in the 1980s, based on a review of the literature.

Peace Corps Partnership Program: A program where elementary, junior and senior high schools, civic groups, and neighborhood and youth organizations in the United States meet a specific need of an overseas community by paying for the construction of a school, clinic, or community facility recommended by a Peace Corps volunteer.

For more information on this program, contact: Peace Corps, Office of Private Sector Development, 806 Connecticut Ave. NW., Washington, D.C. 20526. Phone: (800) 424-8580.

United States. General Accounting Office. The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed. A GAO report to the Congress. Washington, D.C.: GAO, 1975.

Report no. MWD-75-61.

Order from: U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013. Make checks payable to General Accounting Office.

Price: $1.00

An evaluation of the Adult Basic Education Program administered by the then Office of Education, Department of Health, Education and Welfare. Notes that the although the program has definite achievements to its credit, it has reached only a small fraction of those needing it. Recommends that more effort be made to reach those at 4th-grade level or below, and that Office of Education develop more specific goals for State programs to work toward. Contains statistical data on the extent and successes of the program.

U.S. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. An Assessment of the Federal Initiative in the Area of

Adult Literacy: Staff Report, April 1987. Washington, D.C.: GPO, 1987.
SUDOC: Y4.Ed8/1:100-H.
Item 1015-A; 1015-B.
Price: $1.00

Describes the major findings of the Literacy Management Information Project Report, released by the Department of Education in May 1986, on the adequacy of federal aid to adult literacy programs.

U.S. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education. Illiteracy in America, August 1 and October 1 and 3, 1985. Washington, D.C.: GPO, 1985.
SUDOC: Y4.Ed 8/1:99-61
Item 1015-A, 1015-B (microfiche)
Distributed to some depository libraries in microfiche only.

Joint hearings before the Subcommittee on Elementary, Secondary, and Vocational Education and the Senate Labor and Human Resources Committee Subcommittee on Education, Arts, and Humanities, to examine the extent and implications of illiteracy in the U.S., and to review recommendations for developing and improving literacy programs. Witnesses include representatives from the organizations Reading is Fundamental, Inc., International Reading Association, the Center for the Study of Reading at the University of Illinois, Operation Rescue Program, and the Literacy Council of Northern Virginia, as well as Jonathan Kozol, author of Illiterate America, and adult education students.

_____. Oversight Hearing on Illiteracy, June 12, 1986. Washington, D.C.: GPO, 1986.
SUDOC no.: Y4.Ed8/1:99-140.
Item 1015-A; 1015-B.
Price: $2.00

Joint hearing before the House's Subcomittee on Elementary, Secondary and Vocational Education, and the Senate's Labor and Human Resources Committee Subcommittee on Education,

Arts, and Humanities, to examine public and private efforts to reduce adult illiteracy in the U.S. Includes testimony from Gov. Gerald Baliles of Virginia on a state program there which makes literacy a requirement for parole eligibility; and description of Capital Cities/ABC and Public Broadcasting Service Project Literacy U.S., a planned television and radio awareness campaign.

U.S. Congress. Senate. Committee on Labor and Human Resources. Literacy Corps Assistance Act of 1987: Hearing Before the Committee on Labor and Human Resources.... April 22, 1987. Washington, D.C.: GPO, 1987.

SUDOC: Y4.L11/4:S.hrg. 100-228
S/N 552-070-02792-1
Item 1043-A, 1043-B (microfiche)
Price: $2.00

A hearing to consider S. [100-] 1016, the Literacy Corps Assistance Act of 1987, to provide federal funding to colleges establishing elective courses which use college students to tutor children and adults in reading. Testimony includes a description by Norman Manasa, director of the Washington Education Project literacy program, of the program and its benefits. Manasa recommends using this program as a model for a college undergraduate tutoring project. Further testimony by a professor at St. John's University, a student at the university, and an educational administrator on the New York City Board of Education, covers experiences with a tutoring program developed as a model for the Washington Education Project, plus a review of the plans for continuing the literacy promotion program.

U.S. Congress. Senate. Committee on Labor and Human Resources. Subcommittee on Education, Arts, and Humanities. Hearing Before the Senate Subcommittee on Education, Arts, and Humanities, March 20, 1984. Washington, D.C.: GPO, 1984.

SUDOC: Y4.L11/4:S.hrg. 98-853.

Hearing to consider proposals to amend the Adult Education Act to extend and revise Education Department aid to States for adult education programs. Includes testimony on the nature and successes of existing adult education programs. Witnesses: directors, coordinators, and one student from adult education programs in Providence, Rhode Island; Fairfax, Virginia; Philadelphia; Wallingford, Connecticut; and the states of Alabama and Indiana.

International

Azab, Saleh Ahmed. "The National Adult Literacy Campaign in Iraq." Prospects: Quarterly Review of Education, 15:3 (1985).

If your library does not subscribe to this journal, it can request this article from another library for you through interlibrary loan.

Mahindroo, Vaiju. "China 'Walks on Two Legs' Towards Literacy for All." UNESCO special publication no. 3 (1987).

Free on request from: The UNESCO Press; 7, place de Fontenoy; F-75700 Paris, France.

Wagner, Serge. "Illiteracy and Adult Literacy Teaching in Canada." Prospects: Quarterly Review of Education, 15:3 (1985).

If your library does not subscribe to this journal, it can request this article from another library for you through interlibrary loan.

Non-Government Publication

Convergence. Quarterly. Journal of the International Council for Adult Education. Toronto: International Council for Adult Education.

ISSN: 0010-8146

Order from: International Council for Adult Education, 720 Bathurst St., Suite 500, Toronto, Canada M5S 2R4.

Frequently contains articles on illiteracy and literacy programs. An entire recent issue, volume 20 no. 2 (1987), focuses on literacy programs in industrialized countries, and includes articles on programs in third world countries as well.

A Sampling of the Research Literature on Adult Illiteracy

The research literature on adult illiteracy and literacy instruction is so vast that only an introductory sample of it can be listed here. For more material, consult the semiannual indexes of RIE, or the ERIC database.

To order any of the documents listed in this section, write: ERIC Document Reproduction Service (ERIC), P.O. Box 190, Arlington, VA. 22210. Be sure to include the document's order number (i.e. its ERIC accession number, which begins with "ED"). For prices, consult a current issue of RIE.

Materials and Methods for Teaching Literacy

Anderson, Richard, et al., Becoming a Nation of Readers: The Report of the Commission on Reading. Sponsored by NIE. Urbana: University of Illinois Center for the Study of Reading, Washington, D.C.: National Academy of Education, 1985.
Order number: ED 253 865

Contains recommendations on how reading should be taught and how to foster reading skill.

Caldwell, Robert M., Comparison of Using Computer-Based Education to Teach Literacy and Numeracy Skills to CETA and Non-CETA Participants Enrolled in Programs of Adult Basic Education. Paper presented at the American Educational Research Association Annual Meeting, April 7-11, 1980.
Order number: ED 194 721

In this study, the computer instruction program used was found to have no significant effect on acquisition of basic skills, either among CETA participants or among other adults who came for literacy instruction on their own initiative.

Dickinson, Gary, et al., Adult Basic Literacy Curriculum and Resource Guide. Victoria: British Columbia Dept. of Education, 1980.

Order number: ED 221 653

The guide, which includes an annotated bibiography of 200 instructional materials, covers 9 skill areas: reading, writing, spelling, math, listening, speaking, viewing, interpersonal, and learning.

Esposito, Kathy, 'If Only they Can Be Reached...': Strategies for Literacy Program Recruitment. Louisville, Ky.: Jefferson County Public Schools, 1983.

Order number: ED 235 323

Order from: Jefferson County Adult Education, 4409 Preston Highway, Louisville, Ky. 40213

Price: $0.50.

A detailed and practical guide.

McAlister, Ellen D., and A.C. Bickley, Handbook For the Teaching of Beginning Adult Learners and/or Adults With Learning Problems. A Product Formulated For Staff Development of Adult Educators, Volunteer Tutors and Instructional Aides. Darlington County School District, South Carolina. Sponsored by South Carolina State Dept. of Education, Columbia, Office of Vocational Education. [S.l.: s.n.], 1983.

Order number: ED 244 112

Intended for adult basic education teachers, Laubach volunteer tutors, and teachers of adults with learning problems.

Migrant Adult Basic Education Project: Annotated Bibliography. Albany: New York State Education Department, 1978.

Available in microfiche only.

Order number: ED 164 211

Cites nearly 400 interesting, low-vocabulary materials and teacher resource books for literacy instruction for migrant adults. Includes reading, math, social studies, survival skills, and consumer economics.

Willis, Michael J., Resources for Educators of Adults: Annotated Bibliography for the Education of Public Offenders. Albany: New York State Education Department, Division of Continuing Education, 1978.

Available in microfiche only.

Order number: ED 159 428

A bibliography for teaching literacy skills to prison inmates.

A Sampling of Other Research on Literacy and Illiteracy

Barton, David, and Mary E. Hamilton. Awareness of the Segmental Structure of English in Adults of Various Literacy Levels. Washington, D.C.: NIE,1980.

Order number: ED 222 858

Ferguson, Charles A., Cognitive Effects of Literacy: Linguistic Awareness in Adult Non-Readers. Final Report. Sponsored by NIE. Palo Alto: Stanford University Dept. of Linguistics, 1981.

Order number: ED 222 857

Schumacher, Sally, Adult Development and Adult Beginning Reading Behaviors: An Exploratory Study. Presented at the Annual Meeting of the American Educational Research Association, April 1983.

Order number: ED 230 704

Found there was no relationship among age, phase of adult consciousness and adult development, dominant motivation, and reading behaviors.

International

Language and Literacy: Current Issues and Research. Thomas P. Gorman, ed. Teheran, Iran. International Institute for Adult Literacy Methods, 1977.

Order number: ED 179 923

Includes papers on literacy policies in the Soviet Union, Tunisia, the People's Republic of China, Sub-Saharan Africa, and other countries. Includes bibliography.

Sanders, William, Literacy Crusades and Revolutionary Governments: The Cases of Cuba, 1961, and Nicaragua, 1980. [S.l.: s.n.], 1983.

Order number: ED 240 230

Available only on microfiche.

Describes the reasons for the phenomenal success of the national literacy campaigns in Cuba and Nicaragua.

Sauder, Ruth, Comparison of Literacy Campaigns in Socialistic and Democratic Countries. [S.l.: s.n.], 1982.

Order number: ED 230 913

Countries studied: Russia, Brazil, China, India, Nicaragua, Guatemala, Tanzania, Ecuador, and Cuba. This study found that literacy campaigns were more effective in the socialist countries studied than in the democratic ones.

New York State

New York (State). Senate. Committee on Investigations and Taxes. Adult Illiteracy in New York State--A Hidden Disgrace. Senate Committee on Investigations and Taxes Report. Albany: New York State Senate, 1984.

Order number: ED 259 085

Findings: There are about 2,040,000 functionally illiterate New York State residents over 18. They cost millions of dollars in welfare payments and unrealized tax revenues. This report criticizes the State for failing to allocate funds for literacy programs; in particular, it blames the Board of Regents for neglecting its responsibility in this area.

Relevant Periodicals

Subscription prices for these periodicals are not given, since they are likely to change over time.

United States

A Compilation of Federal Education Laws. Biennial. Prepared for the use of the Committee on Education and Labor, House of Representatives. Washington, D.C.: GPO; distributed by the Superintendent of Documents.

SUDOC: Y4.Ed 8/1-12:[last three digits of year]

Item 1015-A, 1015-B (microfiche)

Distributed to some depository libraries in microfiche only.

Current Index to Journals in Education (CIJE). Monthly. Sponsored by ERIC, NIE, in the U.S. Dept. of Education.

SUDOC: ED1.310/4:[vol. no.s and issue no.s]

Item 466-A (microfiche); ISSN: 0011-3565

Order items abstracted or indexed by CIJE from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, Va. 22304. Phone: (800) 227-3742.

Resources in Education (RIE). Monthly. Washington, D.C.: NIE, in the U.S. Dept. of Education; distributed by the Superintendent of Documents.

SUDOC: ED 1.310:[vol. no.s and issue no.s] ; vols. for January 1975-April 1980 have SUDOC: HE 19.210: [vol. no.s and issue no.s].

Item 466-A; ISSN: 0098-0897

S/N 765-003-00000-8

Order items abstracted in this journal from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, Va. 22304. Phone: (800) 227-3742.

International

Alpha 2000: Bulletin of the Regional Programme for the Eradication of Illiteracy in Africa. Irregular. Dakar, Senegal: UNESCO Regional Office for Education in Africa.

Free on request from: UNESCO Regional Office for Education in Africa, B.P. 3311, Dakar, Senegal.

Reports on the activities of the Regional Programme for the Eradication of Illiteracy in Africa, including its meetings, publications, etc.

International Review of Education. Quarterly. Published for the UNESCO Institute for Education. The Hague: Martinus Nijhoff.

Order from: Martinus Nijhoff, P.O. Box 566, The Hague, Netherlands

Prospects: Quarterly Review of Education. Quarterly. Paris: UNESCO.

Order from: Unipub, 4611-F Assembly Drive, Lanham, MD 20706. Phone: (301) 459-7666

Non-Government Publication

Convergence. Quarterly. The journal of the International Council for Adult Education. Toronto: International Council for Adult Education.

ISSN: 0010-8146.

Indexed and abstracted in the Current Index to Journals in Education (CIJE) by ERIC.

Order from: International Council for Adult Education, 720 Bathurst St., Suite 500, Toronto, Canada M5S 2R4

For sample copy and editorial guidelines, write to Margaret Gayfer, Editor, at the above address.

"The only world-wide journal of adult education that addresses issues, practices and developments in adult and nonformal education"--inside front cover. Intended for researchers, administrators, teachers and students.

Offices to Contact For More Information

Below are some offices to contact for more information about adult illiteracy, existing adult literacy programs, and the possibilities for setting up a new program.

State and Local

Syracuse School District Central Offices
725 Harrison St.
Syracuse, NY.
Phone: (315) 425-4499

Syracuse Job Training Partnership
639 S. Warren St.
Syracuse, NY. 13202
Phone: (315) 473-8250

Onondaga County Public Library
The Galleries, 447 S. Salina St.
Syracuse, NY. 13202
Phone: (315) 448-4636

Onondaga County Social Services
Adult and Family Services Division
421 Montgomery Ave.
Syracuse, NY.
Phone: (315) 425-2815

Onondaga County Social Services
Work Relief and Training Program
421 Montgomery Ave.
Syracuse, NY.
Phone: (315) 425-2196

Onondaga County
Information and Assistance
421 Montgomery Ave.
Syracuse, NY.
Phone: (315) 425-2222

State University of New York
Educational Opportunity Center
100 New St.
Syracuse, NY.
Phone: (315) 472-0130

New York State Dept. of Education
Office of Vocational Rehabilitation
State Office Building
Syracuse, NY. 13202
Phone: (315) 428-4179

United States

Center for Education Statistics
Department of Education
555 New Jersey Ave. NW.
Washington, D.C. 20208
Phone: (202) 357-6828

Educational Resources Information Center
1200 19th St. NW.
Washington, D.C. 20208
Phone: (202) 626-9180

Dept. of Education Information Center
Room 1127, 400 Maryland Ave. SW.
Washington, D.C. 20202
Phone: (202) 245-3192

Office of Educational Research and Improvement
Room 4181, 400 Maryland Ave. SW
Washington, D.C. 20202
Phone: (202) 732-3032
Library Programs: (202) 357-6293

Office of Publications and Public Affairs
National Endowment for the Humanities
Room 409, 1100 Pennsylvania Ave. NW.
Washington, D.C. 20506
Phone: (202) 786-0438

Office of Vocational and Adult Education
Department of Education
Room 627, 300 7th St. NW
Washington, D.C. 20202
Phone: (202) 732-2251

Peace Corps [office for New York State]
Room 102-A, U.S. Customs House
2nd and Chestnut Streets
Philadelphia, Pa. 19106
Phone: (215) 597-0744

Peace Corps
Office of Public Affairs
806 Connecticut Ave. NW.
Washington, D.C. 20526
Phone: (202) 254-5010

Information on the Peace Corps Partnership Program:
Peace Corps
Office of Private Sector Development
806 Connecticut Ave. NW.
Washington, D.C. 20526
Phone: (800) 424-8580

U.S. Dept. of Education
Office of Educational Research and
Improvement Library
555 New Jersey Ave., NW.
Washington, D.C. 20208
Phone: (202) 357-6275

Agencies Which Advise the President and the Secretary of Education on Policy

Intergovernmental Advisory Council
on Education
Dept. of Education
300 7th St. SW.
Washington, D.C. 20202

National Advisory Council on Adult
Education
Dept. of Education
2000 L St. NW.
Washington, D.C. 20036
Phone: (202) 634-6300

International

UNESCO Institute for Education
Feldbrunnenstrasse, 58
D-2000 Hamburg 13
West Germany

UNESCO Regional Office for Education
in Asia and the Pacific
P.O. Box 1425
Bangkok 11
Thailand

UNESCO Regional Office for
Education in Africa
B.P. 3311
Dakar
Senegal

National distributor in the US
Unipub
4611-F Assembly Drive
Lanham, MD 20706
Phone: (301) 459-7666

Non-Governmental Organization

International Council for Adult Education
720 Bathurst St., Suite 500
Toronto, Canada M5S 2R4

Legislators to Contact

New York State

Senator Nancy Larraine Hoffmann
State Office Building
Syracuse, NY. 13202
Phone: (315) 428-4107

United States

Syracuse offices are given for those legislators who have them.

Representative Frank Horton
Riverfront Office Building
Oswego, NY.
Phone: (315) 342-4688

Representative George C. Wortley
James M. Hanley Federal Building
Syracuse, NY.
Phone: (315) 423-5657

Senator Daniel Patrick Moynihan
464 Russell Senate Office Building
Washington, D.C. 20510
Phone: (202) 224-4451

Senator Alfonse M. D'Amato
James M. Hanley Federal Building
Syracuse, NY
Phone: (315) 423-5471

Relevant Congressional Committees

Education and Labor Committee
House of Representatives
2181 Rayburn House Office Building
Washington, D.C. 20515
Phone: (202) 225-4527

Education and Labor Committee
Subcommittee on Elementary,
Secondary, and Vocational Education
House of Representatives
B346-C Rayburn House Office Building
Washington, D.C. 20515
Phone: (202) 225-4368

The Education and Labor Committee is a standing committee which meets on the second and fourth Tuesdays of each month that Congress is in session.

Senate Labor and Human
Resources Committee
Suite 428, Dirksen Senate Office Building
Washington, D.C. 20515
Phone: (202) 224-5375 (Majority)
(202) 224-1283 (Minority)
Sen. Edward M. Kennedy, Chairman

Senate Labor and Human Resources
Committee
Subcommittee on Education, Arts, and
Humanities
Dirksen Senate Office Building
Washington, D.C. 20515
Phone: (202) 224-7666
Sen. Claiborne Pell, Chairman

The Senate Labor and Human Resources Committee is a standing committee which meets on the second and fourth Wednesdays of each month that Congress is in session.

Other committees, in brief:

Senate Committee on Appropriations
Phone: (202) 224-7254 (Majority)
(202) 224-7335 (Minority)
Sen. John C. Stennis, Chairman

Senate Committee on Appropriations
Subcommittee for Labor, Health and
Human Services, and Education
Phone: (202) 224-7288 (Majority)
(202) 224-7216 (Minority)
Sen. Lawton Chiles, Chairman

Senate Committee on the Budget
Phone: (202) 224-0642 (Majority)
(202) 224-0769 (Minority)
Sen. Lawton Chiles, Chairman

Sources of Funding

Where to Look for Information on Grants

New York State Grants

State Aid to Local Government: Programs of Financial Assistance to Local Governments for State and Local Services. Annual. Albany, N.Y.: Office of the State Comptroller.

Order from: Bureau of Municipal Research and Statistics, Division of Municipal Affairs, New York State Office of the State Comptroller, Governor Alfred E. Smith State Office Building, Albany, NY. 12236.

Federal Grants

Application For Grants Under Library Literacy Program. Washington, D.C.: U.S. Dept. of Education, Office of Educational Research and Improvement, Library Programs, 1987

SUDOC: ED1.2:L61/3/987

Item 455-B-2

Although the grant application period it applied to expired on November 20, 1987, this document is still useful for the information it gives on the provisions for grants to state and local libraries to support literacy programs. Includes a copy of relevant sections of the Library Services and Construction Act, P.L. 84-597, and of the Code of Federal Regulations, Title 34.

Code of Federal Regulations. Annual. Published by the Office of the Federal Register, National Archives and Records Administration, as a special edition of the Federal Register. Washington, D.C.: GPO

The Code of Federal Regulations is divided into 50 parts, called "titles". Title 34 concerns

education. A new edition of Title 34 is due out in July 1988. Sections of the 1987 Code which specify the regulations governing federal grants for an adult literacy program: Title 34, Parts 412 (Cooperative Demonstration Program), 425 (Adult Education--General Provisions), 426 (State-Administered Adult Education Program), and 431 (National Adult Education Discretionary Program).

For recent changes in particular regulations, see the Federal Register Index (Washington, D.C.: GPO).

National Endowment for the Humanities. Overview of Endowment Programs. Washington: [s.n., n.d.].

Order from: Office of Publications and Public Affairs, National Endowment for the Humanities, Room 409, 1100 Pennsylvania Ave. NW., Washington, D.C. 20506. Phone: (202) 786-0438.

Non-Government Sources

The Foundation Center, 79 Fifth Avenue, New York, NY. 10003. Write to this address to order the publications listed below, or to request other information on nongovernment grants.

The Foundation Directory. Loren Renz, editor. 11th ed. New York: The Foundation Center, 1987.

The standard source for information on private and community grantmaking foundations in the United States. Includes only nongovernmental, nonprofit organizations with their own funds. Alphabetical by state, with foundations listed in alphabetical order within each state. Entries include the organization's address, application address, financial data, purpose and activities, and limitations on grants given.

The Foundation Grants Index. Annual. New York: The Foundation Center.

Foundation Grants to Individuals. New York: The Foundation Center, 1977-

GrantS for Libraries and Information Services: Covers Grants to Nonprofit Organizations in the U.S. and Abroad to Public, Academic, and Special Libraries, and to Archives and Information Centers for Construction, Operations, Acquisitions, Computerization, and Education. New York: The Foundation Center, 1987.

Places to Apply to For Grants

New York State Grants

Director
Division of Continuing Education
New York State Education Dept.
Twin Towers Building, Room 1607
Albany, NY. 12230
Phone: (518) 474-5808

This is the agency contact for the New York State Education Department concerning its Welfare Education program, which supports classes for undereducated adults on welfare. Aid for this program is given by the State to local school districts.

This is also the agency contact for the State Education Department concerning its Adult Basic Education Program. Aid for this program is given from the federal government through the State to local school districts.

Chief
Bureau of State Aid
New York State Education Dept.
Education Building Annex, Room 977
Albany, NY. 12234
Phone: (518) 474-5585

This is the agency contact for the State Education Department concerning its Employee Preparation Education program for adults. Aid for this program is given by the State to local school districts.

Federal Grants

National Endowment for the Humanities
1100 Pennsylvania Ave. NW.
Washington, D.C. 20506

The National Endowment for the Humanities gives out grants through five divisions and one office: the Division of Education Programs, Division of Fellowships and Seminars, Division of General Programs, Division of Research Programs, Division of State Programs, and Office of Challenge Grants. To apply for a grant, contact the director of the appropriate division or office at the above address.

Numbers to Call for More Information on Relevant Programs

Division of Education Programs: (202) 786-0373. Grants from this division support efforts to improve humanities instruction and to disseminate the results of exemplary education programs.

Division of Research Programs: (202) 786-0200. This division is oriented toward scholarship and awards grants for long projects, often involving collaboration between scholars.

Division of State Programs: (202) 786-0254. Humanities committees in each of the 50 states and in other U.S. territories, receive annual grants from this division, which they then regrant to support humanities programs at the local level.

Office of Challenge Grants: (202) 786-0361. This office supports cultural organizations and institutions so that they can maintain or improve their humanities programs.